

**The Report of the
Accreditation Visiting Team**

**Rich High School
West Church Street
25 South 100 West
Randolph, Utah 84064**

December 14, 2005



**Utah State Office of Education
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Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Rich High School
West Church Street
25 South 100 West
Randolph, Utah 84064**

December 14, 2005

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, December 14, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Rich High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Rick Larsen is also commended.

The staff and administration are congratulated for their desire for excellence at Rich High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Rich High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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RICH HIGH SCHOOL

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Justin Groll..... Assistant Principal

Counseling

Scott Ferguson Counselor

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Tracey Cornia
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Weston Taylor
Delora Wight
Mike Williamson

RICH HIGH SCHOOL

MISSION STATEMENT

The mission of Rich High School is to produce responsible citizens through academic achievement and personal growth.

BELIEF STATEMENTS

We believe:

- Success motivates individuals.
- Every student is capable of learning.
- An effective classroom facilitates the learning of appropriate values.
- In the development of lifelong learners.
- Quality education makes a difference.

MEMBERS OF THE VISITING TEAM

Daniel N. Johnson, Mount Logan Middle School, Logan City School District,
Visiting Team Co-Chair

Lynette Riggs, Sky View High School, Cache County School District,
Visiting Team Co-Chair

Douglas Beach, Mount Logan Middle School, Logan City School District

VISITING TEAM REPORT

RICH HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Rich High School is a ninth through twelfth grade high school of 154 students located in Randolph, a small ranching and farming community in northeastern Utah near the Wyoming and Idaho borders. Rich High School is the only high school in Rich County, which covers an area of 1,028 square miles. The county is 18 miles wide and 56 miles long. Students come from four major towns: Garden City and Laketown near Bear Lake, and Randolph and Woodruff in the Bear River Valley. Every day students travel up to 35 miles each way to school.

The Rich High School faculty feels that it “offers its students the best education possible in the state.” A trimester schedule allows for a wide variety of classes and educational opportunities. Capitalizing on its rural location, Rich High School has created excellent partnerships with Utah State University (USU) and Bridgerland Applied Technology College (BATC), thereby creating strong concurrent enrollment and applied technology programs for students. Each year, approximately six to twelve students graduate from Rich High School with enough USU credit for an associate’s degree. Students at the school commented on the close-knit nature of the community and the central role the school plays in community activities.

a) What significant findings were revealed by the school's analysis of its profile?

Rich High School identifies several areas of concern in the school’s profile, including a need for more access to a school counselor. However, the school identified two specific areas of concern that they felt needed immediate attention.

First, the school is concerned about the group of students each year who are failing to pass the Utah Basic Skills Competency Test (UBSCT). In February of 2004, seven percent of the students failed the reading section, 18 percent failed the math section, and 25 percent failed the writing section. In February of 2005, two percent failed the reading section, 19 percent failed the math section, and 14 percent failed the writing section.

Second, the school feels it has an increasing problem with drugs and alcohol use, particularly with snuff, cigarettes and marijuana. Using their own survey system, they identified that as many as 80-90 percent of the school’s boys have been involved in the use of one or more illegal drugs by the time they graduate. According to the recent SHARP Survey given at the school, 47 percent of the seniors have used marijuana, and the percentage is even higher for alcohol and tobacco.

These concerns have been voiced by many stakeholders within the community, and the community has stressed that the school should address them.

b) *What modifications to the school profile should the school consider for the future?*

- Include a brief description of the school and its constituents, programs, strengths and community in the beginning of the profile.
- Include Adequate Yearly Progress (AYP) results from the State of Utah.

Suggested Areas for Further Inquiry:

- Consider making use of the Indicators for School Quality (ISQ) on a school-wide basis. That is, consider how faculty leadership, students, Community Council and others can use this tool to inform decision making. Better still, consider using surveys provided online by National Study of School Evaluation (NSSE).
- Consider how to disaggregate all findings into the No Child Left Behind (NCLB) subgroups. For example, when looking at data on school discipline, extracurricular involvement, or concurrent enrollment participation, disaggregate the participants by gender, ethnicity, income level, etc.
- Including departmental analysis results and authentically following the process of creating the analysis would be very beneficial as the schools takes a critical look at areas of strength and weakness. As will be mentioned in the recommendations section, faithfully following the processes included in the Collaborating for Student Achievement accreditation model with enhance critical analysis and guide the school toward improvement ideas that will affect student achievement.

CHAPTER 2: THE SELF-STUDY PROCESS

a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Rich High School is very student oriented, and the self-study is reflective of intent to improve the school's ability to serve its students. Strong support from the community as well as from specific groups of stakeholders was identified in the school's report. Various groups were surveyed, appropriate meetings were held, interviews were conducted, and data was included to be used in the school improvement process. Weekly faculty meetings often focused on the accreditation

process. A more aggressive use of focus groups and departmental analysis in the next self-study should help greatly in creating a more balanced report.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The Visiting Team felt the information was relevant, but not totally organized according to the USOE Collaborating for Student Achievement model. Still, the report gave team members good guidance and direction in understanding the school's strengths and limitations. Once on site at the school, the Visiting Team was able to confirm the findings of the school leadership team. The addition of focus group study results and departmental analysis would greatly aid in identifying any limitations not listed in the self-study report.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Rich High School's desired results for student learning (DRSLs) are as follows:

- Read for understanding and enjoyment.
- Communicate clearly and responsibly.
- Use current technologies to access, obtain, and maintain information and advance employment opportunities.
- Understand and use math skills to solve problems in real-world settings.
- Foster and exemplify good citizenship.
- Maintain a balanced, well-rounded, productive lifestyle.
- Actively listen to others, productively participate in discussions and cooperatively work to promote community productivity.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school board of Rich High School in the Rich County School District, along with the school's Community Council, appeared to be very concerned and

involved in the school and the community. A real strength of the school could be its smallness and the close-knit community in which it is located. The Visiting Team noted that the process used for arriving at the mission, belief statements, or desired results for student learning was not well documented in the self-study. There was evidence that the Collaborating for Student Achievement processes were misunderstood or not followed precisely. This resulted in a disconnect between mission, beliefs and desired results for student learning.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

It was evident that the staff, administration, school board, and all interested parties were concerned about, and cared deeply for, the school and its students. Using a process to clarify the school's mission, beliefs, and desired results for student learning in a way that reflects student achievement in measurable ways will make their hard work more useful and meaningful. For example, information to clarify how Rich High School will measure its DRSLs would be important in guiding the school to its ultimate goals. There were no evidences of the mission, beliefs, or DRSLs in the hallways, teachers' classrooms, or everyday speech of the students and staff.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission and beliefs are very similar to the DRSLs. Some clarification in language and semantics would help solidify these three important shared documents for both staff and students. There appears to be something of a disconnect that a focus group could quickly remedy. The Visiting Team felt, judging from visits with students and others, that perhaps more is known about these three critical pieces than is evident.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Because this piece of the self-study process was circumvented, it is unclear how the focus group would respond to this question. The information the Visiting Team did receive was based on the teaching of the school's desired results for student learning across the content areas. (Utah Life Skills are not mentioned.) However, course objectives were noted which did correlate with State Core Curriculum requirements in a limited fashion.

The school did include a chart and graphs of end-of-level CRT scores which should correlate with how well Core Curriculum standards were followed. The data isn't broken down demographically, and pass/not pass divisions aren't noted. Few specific conclusions can be drawn from this; however, the general scores seem to be close to the state averages (although this comparison is not included in the school's data). Teachers commented that they followed the Core Curriculum during oral discussions.

The self-study needs to be completed in this area, and appropriate graphs and data interpretations should reflect the school's findings. The Utah Life Skills should be included in faculty contemplations and assessments.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Eight DRSLs—which is certainly a large number—have been identified by Rich High School. Each teacher has filled out a chart similar to this one for his or her respective content areas/courses:

Students will:	Currently students are:	Students show proficiency by:	Improvements will include:
Read for understanding and enjoyment.			
Communicate clearly and responsibly.			
Use current technologies to access, obtain, and manipulate information, and to advance employment opportunities.			
Understand and use math skills to solve problems in real world settings.			
Foster and exemplify good citizenship.			
Maintain a balanced, well-rounded life-style.			
Actively listen to others, productively participate in discussions, and cooperatively work to promote community productivity.			
Solve real-world problems and interact positively with their environment.			

This work indicates that the faculty members collaborated on defining common DRSLs, and then individually looked at their own curriculum practices. (The table itself is lacking an important connection between assessment and response. If

assessments exist and they are applied, what are the results and how do those results correlate to the chosen improvements?)

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Most observed classroom scenarios consisted of traditional teaching interactions: The teachers lectured, asked questions, provided guided practice, and then assigned individual practice. Certainly one small sampling, one slice of time, does not reveal the full range of classroom interaction. Variety is obviously part of the student experience at Rich High, however, because of the extensive use of online instruction done in computer labs and hands-on instruction offered at the nearby BATC satellite facility. The Visiting Team did notice several powerful examples of project-based learning.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Although a breakdown of Rich's student demographics was not included in the self-study, it was observed by the Visiting Team (and later confirmed by the student government group) that the student population is mostly a monoculture: conservative, Caucasian, lower-, middle-, and some upper-class. (There is no ALP program.) For the most part, differences would occur because of learning abilities and experience. One special education teacher is assigned to help students and teachers of students who are mainstreamed and self-contained.

The school's strength in providing special help lies not in instructional strategies, but in small class sizes and the personal relationships built between the teachers and the students. Much one-on-one help is given. Also, because the elementary school is connected to the high school, a unique mentoring program exists where high school students "adopt" primary-school children and help them with their reading, math, etc.

Because of the small size of the school, the staff exhibits a great flexibility in its approach to solving teaching/learning problems. Test data indicated that this one-on-one help was reaping huge rewards for individual students.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

As already noted, the small school context requires that the administrators and teachers be flexible and creative in finding ways to maximize the instructional

programs at Rich High School. Online and concurrent enrollment courses and vocational opportunities extend the school's instructional potential.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Rich High is at the beginning of its journey toward the development of effective assessment systems and the use of assessment data to inform school improvement. The self-study document demonstrated a traditional response to standardized testing included in the state's assessment program (UPASS). Other steps need to be taken in the disaggregation of currently received data, in the use of rubrics (NSSE, for example), and in the construction of school-wide assessment systems.

The self-study document provided little insight into the school's ability to analyze existing data and formulate data-specific responses. More collaborative work needs to address the cycle of pre-assessment/formative assessment of a standard, teaching toward that standard, assessing again, and reteaching for universal student proficiency

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

No evidence of faculty inservice or discussion concerning teaching/learning of performance standards was included in the self-study document. The development of course standards (not just state standards) is certainly the first step. (A starting place for this faculty instruction is Reeve's *Making Standards Work*.) Creating the assessments that measure those standards comes next.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

This was difficult to assess because of the limited time spent in the classrooms. Many of the walls were bare, and there was no student work displayed to provide insight to this question. No philosophical discussions of assessment were included in the self-study booklet, although teachers listed ways that students could demonstrate proficiency in their courses. Discussion with teachers led the Visiting Team to believe that most tests were used for summative information. Certainly a focus on the use of formative assessment could be more fully developed. It was assumed that formative assessments were used in the project-based assignments and in the varied online courses that the students can take.

The school's focus on literacy and numeracy across content areas is commendable. Faculty in-service on the Six Traits of Writing should continue to be pursued.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The administration and site leadership team have worked hard at developing a positive climate that promotes academic learning. Students stated that they felt they were getting a sound education and great opportunities for extended study. The Visiting Team noticed a need for staff development centered on powerful teaching and learning strategies. The school is poised to move to the next level in developing the expertise of its staff.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

After reviewing the self-study, the Visiting Team felt that the site leadership team had made an effective attempt to employ a data-driven decision-making process. The research base of decisions may become more evident as the school's staff development program is initiated. Collaboration among this small faculty was noted to be consistent over a long period of time. The Visiting Team noted a need for specific, extended time for staff development (collaboration) that would greatly aid the school improvement process at Rich High School.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

There is some collegiality in the review of data, but not much collaboration in the review of daily student work. This component must be addressed as the school begins to systematically look at student performance on a day-to-day basis. Currently there is not a comprehensive, school-wide assessment system for desired results for student learning. Indirect methods are used to evaluate whether or not these kinds of achievement goals are met. The school leadership team and administration should be commended for their use of mandated assessments for individual student improvement plans. (Staff members are trying very hard to address individual students' needs in their classes. Many students receive additional academic support when data indicates they need special interventions.)

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

This is an area where the entire organization should be praised. The facilities are clean, safe, and effectively managed, and are used for the benefit of the learning community. The Visiting Team commends the administration for its attention to this important part of the school's overall operation. Teachers and students frequently commented that their needs for resources are always addressed, and that they are supported by the administration.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*

There is a great desire on the part of the administration and leadership team to ensure that improvement efforts are addressed. It is important that **time** be allowed for teachers to work in collegial settings on specific school-wide improvement goals. Time may be the most important additional resource that the school needs in order to effectively carry out its plans.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Superintendent of Schools and the administration of Rich High School have worked hard together on mutually agreed-upon goals for school improvement. Additionally, the Board of education and the Community Council have been actively engaged in the school improvement process. Both of these elected groups have a certain amount of legal authority to act on behalf of the school, but in addition to this, they have been empowered through a collegial process to be partners in the process of school improvement. The Visiting Team was impressed with the Board of education and the Community Council's awareness of school improvement plans and genuine interest in seeing the results of accreditation process fully implemented. The school leadership is to be commended for wanting full partnerships to exist.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

As stated, much of Rich High School's success is attributed to years of contributions resulting from its many school partnerships. The smallness of the staff and community create an ideal opportunity for a great team of school and community leaders to build a very strong collaborative environment. It was evident from the visit that the school has been the central hub of all the community activities since the establishment of the community many decades

ago. Ongoing discussions about how departments can integrate teaching and work toward DRSLs and student achievement through quality staff development may be the most effective way to strengthen what is already a good thing.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

If all schools had the foresight to create and use meaningful technological partnerships the way Rich High School has, it would revolutionize public schools in America. Not all schools are fortunate enough to have the offerings that Rich High School's rural location essentially requires of it. That is, the school does a fantastic job, with its USU and BATC partnerships, of bringing the world to its students in a way many schools have not had the courage or vision to accomplish. This is a strength that the school recognizes and will surely continue to develop in ways not yet considered. The Visiting Team commends all who have had a hand in creating such powerful learning opportunities for the constituents of Rich High School.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

This is an area that could take Rich High School from good to great. There was no evidence of a site leadership team that selected staff development direction tied to desired results for student learning. The school takes advantage of the chance to send its teachers to training opportunities, but currently does not have time built into its schedule for the critical work of growing its own professional development program.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team was very impressed with this school's desire to do the right thing. Like most groups working toward a common cause, Rich High School will only be limited by its own knowledge base. The student leadership has knowledge and a sense of all that goes on at the school to improve student achievement. In discussion with other students, the Visiting Team found that they weren't as sure. However, it is very encouraging to see a staff and administration that have a vision for their school and students and are working toward that end. Sharing that vision and continuing to build positive, trusting relationships in the entire school community will be critical as the school moves forward.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard has been met. Rich High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard has been met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard has been met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard has been met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard has been met. Student records are maintained, handled and protected in the best interest of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard has been met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard has been met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard has been met. The administration of Rich High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard has been met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard has been met. Rich High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard has been met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The self-study process helped the school leadership team determine that there are certain learning areas that must be addressed in order for substantive improvement to occur at Rich High School. The Visiting Team found that these significant findings were a part of the school's action plan, but recommends that the leaders at the site prioritize improvement goals and then create action steps that will keep them on track over the next several years. School-wide DRSLs and school-wide assessment systems need more definition in the action plan.

Somewhere earlier in the self-study, data needed to be presented to logically support the need for the particular action steps that were presented. Therefore, there is a bit of a mismatch between the needs presented in the self-study document and those presented in the action plan. For example, what data/analysis in the self-study indicates that there is a need to improve school climate in the particular ways mentioned? What data/analysis in the self-study indicates that a “highly qualified” status for all teachers is needed to enhance student learning (which is the ultimate goal of the action plan)?

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The level of commitment to school improvement at Rich High School was impressive to the Visiting Team. Meetings with students, teachers, administrators, and the Board of education indicated a high level of understanding of school improvement goals and a desire to work hard at implementing a continuous school improvement model. Rarely does one visit a site where school and community leaders share such common understanding and commitment. (The action plan does reflect current concerns of the faculty and/or administration.)

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The action plan was congruent with findings, but the format was a bit difficult to follow. The more clarity there is with the goals and the action steps, the easier it will be for constituents to grasp concepts, and for those responsible for doing school improvement work to get the guidance and direction they need. Placing the action plan in a matrix where goals, action steps, resources, timelines, and persons responsible are listed is recommended by the Visiting Team. Further, it would be helpful for implementation teams to be created for each part of the action plan so that oversight responsibilities can be shared by several of the school’s stakeholders. (The question remains: How will success or progress in meeting the action plan objectives be determined?)

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The students at Rich High School are proud of what they are accomplishing. It was noted by the Visiting Team that student after student indicated that he or she was getting a great education. Students are encouraged at Rich High School to

access a comprehensive curriculum, and to achieve beyond the regular educational levels by participating in courses at BATC and online for college credit.

- The students have access to a wide variety of school-sponsored activities and extracurricular programs to engage them in opportunities for personal and social development. The school is to be commended for its continued support of these important programs, which must be available in the 21st century high school.
- The efforts on the part of teachers and the administration to address the learning deficiencies of some students in relation to the UBSCT are highly commendable.
- The administration, faculty and staff demonstrated a strong commitment to the students and were genuinely concerned about their well being. Everyone expressed joy and pride in the achievements and successes of their students.
- The leadership of the school (including the superintendent and board of education) are to be commended for implementing a vision that ensures that students in a rural setting have access to a comprehensive educational program. The planning and resources that have gone into developing the programs that surround the regular educational program at Rich High School are remarkable. This work has brought the world to a small rural community.
- The Visiting Team was impressed with the formal and informal lines of communication that exist within the school and community. There appears to be a desire on the part of all stakeholders to continue to make Rich High School a community school, a source of community pride.

Recommendations:

- The Visiting Team felt that Rich High School did an excellent job of putting its self-study together. It is recommended that the findings in the action plan be made more detailed, prioritized, and that implementation teams be developed so that the work for school improvement can be better managed over time. Refer to the Collaborating for Student Achievement accreditation process.
- The leadership team worked hard at identifying desired results for student learning. It is recommended at this point that the team at Rich High School use the USOE Life Skills Document and the related indicators to further refine the school's DRSLs.
- School-wide assessment systems for DRSLs must be put in place to ensure that the proposed improvement activities can be adequately measured. This should be done with the sole purpose of improving student learning. (For example, how does one know that written communication is actually improving across the

school without a formal way to assess it?) Rich High School should become a data-informed school.

- Time needs to be allocated for a comprehensive staff development program based on the mission, beliefs, and DRSLS of the school. (This is a critical aspect of school improvement and the only way to truly meet the needs of every student at Rich High School.) A team of teachers working in a collegial fashion on student-generated work is one of the most positive ways to improve student performance on a regular and consistent basis.
- Rich High School needs to continue to be the catalyst for positive change within the small learning community the school has created. This includes broadening the horizons of all Rich High School students, offering a rigorous curriculum, and taking advantage of the opportunity to teach students as they engage in the many and varied extracurricular activities offered at the school. Strong instructional leadership provided right at the school level is paramount to the success of this endeavor.